

VERMONT STANDARDS BOARD FOR PROFESSIONAL EDUCATORS

May 18, 2009
VT College, Montpelier

***D R A F T* MINUTES**

MEMBERS PRESENT: Russell Agne, Sheryl Aliquo, Dolly Corkins, Kathy Finck, Brian Howe, Susan Jensen, Heather McCollum, Bruce Richardson, Ronald Stahley, Janet Steward

MEMBERS ABSENT: Judith Jones, Cassandra Major, Stephanie Taylor

STAFF PRESENT: Marta Cambra, Bob Gross, Deb Giles, Mary Beth McNulty, Marilyn Richardson, Linda Hendrickson

VISITORS/ OTHERS PRESENT: Sherry Gile, VT NEA; Kay Charron, VT DOE

CALL TO ORDER: B. Howe called the meeting to order at 8:30 a.m.

B. Howe asked if there were any additions or corrections to the minutes of the April 30, 2009 meeting.

R. Agne **moved that the VSBPE accept the minutes of the April 30, 2009 meeting.**

C. Corkins seconded. **Motion passes.**

CORRESPONDENCE / ANNOUNCEMENTS

There were none.

BOARD MEMBER UPDATES

There were no board member updates.

STAFF REPORT – Educator Quality Team

M. Cambra commented on the excellent work D. Giles and J. Nicholson have done and they will be greatly missed. They are leaving due to a reduction of state employees.

After discussion about the critical need of these positions, it was decided that B. Howe will draft a letter to the commissioner to include the action plan and pertinent data.

S. Gile presented a PowerPoint on cultural competencies and distributed material associated with the presentation. She also gave kudos to MB McNulty for giving the board data around the national standards that are out there and the INTASC standards which are currently under revision. S. Gile suggests board look at the Center for Research on Education, Diversity, and Excellence (CREDE) standards which are written around cultural responsive education. The NEA uses them to develop their culturally responsive professional development modules. She also has other states teacher preparation course requirements, field experience, which she will share with MB McNulty and M. Richardson.

There are three things that need to be considered when designing standards for culturally responsive instruction:

- Institutional Piece--policies, procedures, community involvement
- Personal Piece--cognitive and emotional processes of teachers; self-reflection
- Time Element Piece--to explore the histories of own culture, know that well, and then explore histories of other cultures of students and families

There is a need to assess what is being done now, document it, figure out how to assess it, and then where to go next. S. Gile referred to Jacqueline Jordan Irvine's books. She specializes in multi-cultural education. Her most recent book is Educating Teachers for Diversity--Seeing with a Cultural Eye.

MB McNulty suggested that board members be aware of when and where the VT NEA is conducting pertinent workshops so that they can attend if they wish to do so.

B. Howe shared that it really filters with the INTASC standards, which are now being revised, being used as a reference down to where in our policies and regulations should we support cultural competencies.

B. Howe mentioned that C. Johnson came and gave a real good, realistic talk which is needed--stories from the field. S. Gile said that it's very important to assess where we stand concerning institutional and instructional practices. R. Stahley shared that unless we tie it to re-licensure credits, it's not going to happen. B. Howe said we haven't gotten to that point.

J. Steward mentioned that if there were state-wide in-service days where everyone focused on some of these modules, it would elevate the importance of cultural competency through concrete training.

B. Howe introduced K. Charron who is facilitating the work of the State Board of Education's Policy Commission. The commission has 16 members (superintendents, principals, teachers, parents, students, business leaders) and meets twice a month. Its charge is to bring back to the state board policy recommendations that would be the most high leverage policy areas and that would advance the whole idea of educational transformation. The commission is seeking feedback/ recommendations by October '09 from various stakeholders, including the VSBPE.

K. Charron handed out a document relating to research that has been done. Research has shown that the #1 factor that affects student achievement is the quality of teachers. The #2 factor is the quality of school leadership. Those are two areas that the VSBPE has significant policy authority to influence. Can good policies actually yield better teachers? Research demonstrates that the answer to that question is yes. Research has also shown that when comparing the US to other countries, the US probably has the lowest standards and requirements for becoming a teacher than most developed countries. There could be several reasons why with culture being one reason. Kay has 2 purposes. She wants to hear the VSBPE's thinking and gather information about policy recommendations.

The Board broke for Committee work at 10:55 a.m.

The Board broke for lunch at 11:30 a.m. and divided into committees again at 12:15 p.m.

The Board reconvened at 1:30 p.m.

B. Howe shared that he and J. Steward had been thinking about VSBPE's appropriate level of response to the transformation policy commission. H. McCollum share that we don't want to be defensive and that we should see this as an opportunity. B. Howe said this was the first time that he had seen the document that K. Charron handed out and doesn't know if the document is going to go anywhere else or was it just for the board's eyes. B. Howe is concerned about the document being shown out of context.

J. Steward asked that if anyone knows about the research the document is referring to that they share it with B. Howe. H. McCollum said she knows where most of it comes from but some of it is up to interpretation. B. Richardson did a quick scan of the board's action plan and there are things mentioned in both documents. B. Richardson also said a word of caution should be taken as far as national research is concerned and how it actually relates to Vermont. R. Agne said response needs to be balanced. It's got to be measured against what we're working on already. J. Steward asked if would be helpful to say that K. Charron came away with three different areas that appeared might be priorities. Please refer to our action plan to see that we've addressed these areas and have for some time seen them as priorities and that looking towards the possibility procuring funding is very encouraging. R. Stahley indicated that we should include something about the lack of capacity at the DOE for technical assistance related to some of the initiatives. J. Steward acknowledges that working together as advocates for these same shared goals is important because of lack of capacity and funding at the DOE.

R. Stahley said we had wanted to meet with the Commissioner to share the board's action plan so that he sees it in the context of transformation and the state board's plan as well.

COMMITTEE REPORTS

Teacher & Administrator Relicensing Committee - D. Corkins, Chair reporting

No motions.

Higher Education Committee - H. McCollum, Chair reporting

The approval of the Goddard College visiting team will not be addressed today as one person has dropped out.

Representatives from the Spark Program came and the committee reviewed their report and talked with them.

H. McCollum moved that the VSPBE grant the Spark Teacher Education Institute one-year conditional approval to the following new alternate route programs:
Middle Grades – Science, 5-9; Middle Grades – Social Studies, 5-9; Middle Grades-
Language Arts, 5-9; Middle Grades – Mathematics, 5-9; Mathematics, 7-12; Social
Studies, 7-12; Science, 7-12; English Language Arts, 7-12

I further move that the VSBPE grant the Spark Teacher Education Institute two-year conditional approval to the elementary education, K-6, alternate route program.

Approval for these programs is contingent upon a favorable review of both a One-Year Report and a Two-Year Report offering a description of the institution's progress on each of the program approval standards not found to meet standard at the time of the program review, progress addressing stipulations and areas indicated as "concerns" in the Team's report, as well as compliance with state standards and any conditions specified by the Vermont Standards Board. S. Aliquo **seconded. Motion passed.**

H. McCollum **moved that the VSBPE approve the following educators to serve on the Program Approval Team for Lyndon State College:**

- Diane Cote, Reading Language Arts Specialist, Charlotte Central School
- Nancy Reid, Second Grade Teacher, Randolph Elementary School and ROPA Design Team member
- Russ Agne Professor Emeritus, University of Vermont and VSBPE Member
- Patty Younce, Education Professor, Goddard College (Goddard is having a full ROPA review in the summer of 2009.) S. Aliquo **seconded. Motion passed.**

H. McCollum shared that the committee had a discussion about the Vermont Mentor Program.

R. Stahley came and spoke as he was on the visiting team. There are some unusual circumstances because at the moment the program does not have a director. There isn't a problem and we anticipate approving the program. A representative will need to come to the June meeting with a plan for summer work that will involve writing a rejoinder to the report and also coming back in September by which time there should be a program director hired.

There being no further business, the meeting adjourned by consensus at 1:45 p.m.

Linda Hendrickson, Administrative Assistant

Brian Howe, Chair